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ABSTRACT

This study focuses on three questions: (1) What are the perceptions of teacher educators regarding five education approaches titled: "Educational Equality," "Cultural Understanding," "Individual Development," "Power Parity," and "Bilingual/Bicultural Education"? (2) Do variables such as age, race, gender, or professional responsibilities affect the rate of agreement with the five approaches? and (3) Are there differences in the number and type of multicultural course components incorporated into foundations, methods, clinical experiences, and human development courses? Survey respondents were selected faculty in 44 accredited teacher education programs. Statistically significant differences in perceptions were found by race and gender, by academic area, and in the number and type of multicultural practices incorporated into courses. It was concluded that, even among teacher educators with professed interest and experience in multicultural teaching, there are differences in their perceptions about this concept, and that few faculty possess the necessary skills to effectively incorporate multicultural components into their courses. Appended are the institutional and faculty questionnaires, coded perceptions statements, and a list of multicultural education practices frequencies. (Author/JD)

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TEACHER EDUCATORS' PERCEPTIONS AND PRACTICES PERTAINING TO MULTICULTURAL TEACHER EDUCATION

AERA ANNUAL MEETING
April 23 - 27, 1984
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SP 024 227

Teacher Educators Perceptions and Practices Pertaining to Multicultural Teacher Education

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Abstract

This study provides data that describes the manner in which multicultural education is perceived and practiced by teacher educators who are experienced in applying this particular concept to teacher training. Respondents were selected faculty in forty-four accredited programs of teacher education distributed throughout the United States. Statistically significant differences in perceptions were found by race and gender. Differences were also significant in the number and type of multicultural practices utilized by faculty in different academic areas.

Janet V. Burcalow

ABSTRACT

A DESCRIPTION OF TEACHER EDUCATORS
APPROACHES TO MULTICULTURAL
TEACHER EDUCATION

Three major research questions were asked in this study which describes teacher educators' perceptions and practices as they pertain to multicultural teacher education: (1) What are the perceptions of teacher educators regarding five multicultural education approaches titled; "Educational Equality," "Cultural Understanding," "Individual Development," "Power Parity," and Bilingual / Bicultural Education, (2) Do variables such as age, race, gender, or professional responsibilities affect the rate of agreement with the five approaches, and (3) are there differences in the number and type of multicultural course components incorporated into foundations, methods, clinical experiences, and human development courses?

This descriptive study employs a survey design, using two instruments; the Multicultural Education Inventory: Institutional Form, and a companion, Faculty Form. The instruments were designed and piloted by the investigator in the summer and fall of 1980.

Forty-four deans and 190 faculty in accredited programs of teacher education throughout the six NCATE regions of the United States responded to the inventories. This response represented 81% of the programs, and 70% of the faculty selected for the study.

Data from this research reveals that perceptions (purposes, proponents, recipients, assumptions, educational strategies, and intended outcomes) representing a Cultural Understanding approach to teacher education produced the highest rate of acceptance among these respondents. This was followed, in order, by perceptions representing Educational Equality, Individual Development, Power Parity, and Bilingual / Bicultural approaches.

Statistically significant differences in perceptions were found by race, and gender. Power Parity, and Bilingual/Bicultural approaches were rated lower by Caucasian faculty than by Black or Spanish speaking faculty. Females were more positive than males in their ratings of Cultural Understanding and Bilingual/ Bicultural approaches.

Statistically significant differences were also found by academic area, i.e.,(foundations, methods, clinical experiences, human development), in the number and type of multicultural practices, i.e., (attitudes, knowledge, and skill components) incorporated into courses. Overall, instructors indicated skill components were least utilized.

Conclusions, based on the data from this study, are that educators who are responsible for incorporating multicultural components into teacher education should recognize that even among teacher educators with professed interest, and experience in multicultural teaching, there are differences in their perceptions about this concept, and that presently, few faculty possess the necessary skills to effectively incorporate multicultural components into their courses.

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PART I

THE PROBLEM

Research Questions

The purpose of this study is to describe teacher educators' perceptions and practices as they pertain to multicultural teacher education.

Three major research questions were asked: (1) What are teacher educators' perceptions, i.e., purposes, recipients, proponents, key assumptions, educational strategies, and intended outcomes, regarding five multicultural approaches that reflect "Cultural Understanding," "Educational Equality," "Individual Development," "Power Parity," or "Bilingual/Bicultural Education," (2) Do variables such as age, race, gender, or professional responsibilities affect the rate of agreement with the five approaches, and (3) Are there differences in the number and type of multicultural course components incorporated into foundations, methods, clinical experiences, and human development courses?

The significance of the questions posited in this study, for teacher educators, is highlighted by the relatively recent (January, 1979) emphasis directed toward multicultural components in accreditation standards. The National Council for Accreditation of Teacher Education (NCATE) now requires accredited programs of teacher education to show evidence of multicultural components throughout each of the six NCATE Standard Categories: (1) governance, (2) curricula, (3) faculty, (4) students, (5) resources and facilities, and (6) evaluation, program review, and planning (Klassen, et al., 1980).

In addition to seeking evidence of multicultural components at the Macro level, i.e., programs, policies, etc., it is equally important to

determine how teacher educators (faculty) of a given institution conceptualize and practice multicultural education in their particular context. This study is designed to reveal information at both the institutional and faculty level, with the greatest emphasis focused on faculty perceptions and practices.

Research Design and Methodology

Instruments

This primarily descriptive study employs a survey design. Two instruments were developed specifically for this study: (1) Multicultural Education Inventory: Institutional Form, and (2) Multicultural Education Inventory: Faculty Form (Appendixes A and B).

The institutional form of the Multicultural Education Inventory is designed to produce data about such things as racial composition of faculty and students, policy statements pertaining to multi-culturalism, and availability of inservice on this topic for faculty.

The faculty form consists of four sections. Section (a), Professional Information, asks faculty members to describe their academic responsibilities. Section (b), Multicultural Education Perceptions, consists of thirty statements pertaining to purposes, proponents, recipients, key assumptions, educational strategies, and desired outcomes of multicultural teacher education. Embedded in these thirty statements are concepts reflective of the five Multicultural Education Approaches (Appendix C). Section (c), Course Information, requests the respondent to describe one particular course or faculty responsibility pertaining to preservice teacher education. Using this course as a reference, the respondent is then directed to complete section (d), Multicultural Education Practices. This section consists of thirty statements representing knowledge, attitudes, and skills of a multicultural nature. Here, the respondent checks only those items which he or she

attempts to incorporate in the particular course identified in section (c) (Appendix B).

The instruments were designed and piloted by the investigator between June 1980 and January 1981.

Sample

Institutions selected for the study met the following criteria:

1. The teacher education programs hold current accreditation status.
2. All purported to have multicultural components in their teacher education programs.
3. The multicultural components were purported to exist throughout the program: in foundations, methods, and clinical experiences.
4. All of the institutions have both elementary and secondary teacher preparation programs (Klassen and Golinick, Directory, 1978).

Sampling within the institution required that:

1. A college of education dean, or designated person, complete the institutional form. Thus, the total possible institutional responses equaled 54. (Forty-four institutional forms were completed for a return of 81%.)
2. The dean or designated coordinator distribute five faculty forms to faculty who they perceived incorporate multicultural components into their courses and clinical experiences. Thus, the total possible faculty responses equaled 270. (One hundred ninety faculty responses were suitable for analysis, for a rate of 70%.)
3. Faculty could be selected from elementary and secondary teacher preparation areas and from any combination of foundations, methods, clinical experiences, or personal development course areas. (Returns were well distributed in these categories.)

Data Collection

Data were collected by means of direct mailing of one institutional form and five faculty forms to the dean of the college of education of each of the fifty-four institutions. A letter of endorsement, introductory letters to faculty members, directions, and one postage-paid envelope for return mailing was included in each package. Respondents were directed to return responses to the dean or a designated coordinator. All response forms were then mailed to the investigator.

Maintenance of the study was conducted by telephone calls and letters.

Data Analysis

Data from the Multicultural Education Inventories were key-punched and verified by the University of Minnesota Computer Center. Analysis of the data was completed using the Statistical Package for the Social Sciences (Nie, et al., 1975).

Frequencies were obtained for all items in the inventory. From this initial analysis, descriptive statistics of means were incorporated into tables and graphs to further illustrate the data.

Responses from the Perceptions portion of the inventory were computed to obtain scores for the five conceptual themes embedded within the thirty perceptions statements. The calculation of these scores involved the following procedures:

1. Coding of the statements as they represented each of the six components of an approach, and as they represented one of the five conceptual themes (Appendix C).
2. The weighting of each response from one to five on a Likert type scale. Strongly Disagree (SD) = 1, Disagree (D) = 2, No Strong Feelings (NSF) = 3, Agree (A) = 4, Strongly Agree (SA) = 5.

3. Dividing the composite score by the number of respondents resulted in an "Approach Score," ranging from six to thirty. To illustrate, the score for the approach theme of Educational Equality would be:

E.E. = (purposes (SD x 1) + (D x 2) + (NSF x 3) +
(A x 4) + (SA x 5) + (Recipients (SD x 1) +
(D x 2) + (NSF x 3) + (A x 4) + (SA x 5) +
(outcomes - - -) + (key assumptions - - -) +
(advocates - - -) + (educational strategies - - -)/N

Intercorrelations of the five approach scores were examined by computing Pearson product moment correlation coefficients.

The one-sample t test, where $M_0 = 18$, was applied to test the hypotheses that a particular approach was directed toward "agree" (≥ 18), or "disagree" (< 18) perceptions by teacher educators.

A two-way analysis of variance with repeated measures was applied to determine if there were significant differences among the means of the five approach scores.

One-way analysis of variance was performed to examine the research questions that perceptions about multicultural teacher education might be related to one's academic assignment, age, race, or gender.

Frequencies of practices and course variables were calculated to produce scores on a scale of zero to one in the following manner:

1. "K" representing knowledge practices comprised 13 of the 30 practices statements. "A" representing attitude practices comprised 8 statements, and "S" represented the 9 skill practices (Appendix D). Thus, to compute comparable scores for the extent of utilization of these practices in foundations, methods, clinical experiences, and human development courses, required three computations for each

type of course.

2. To illustrate, the computation of these practices for foundations would be:

$$\overline{K}_{(f)} = \frac{(kn)}{N} \quad \text{and} \quad \overline{P}_{(f)} = \frac{\overline{K}}{13}$$

$$\overline{A}_{(f)} = \frac{(kn)}{N} \quad \text{and} \quad \overline{P}_{(f)} = \frac{\overline{A}}{8}$$

$$\overline{S}_{(f)} = \frac{(kn)}{N} \quad \text{and} \quad \overline{P}_{(f)} = \frac{\overline{S}}{9}$$

An analysis of variance with repeated measures design with unequal frequencies was applied to determine if there are significant differences between course types and multicultural education practices.

PART II

LITERATURE REVIEW

Conceptual Attributes of Multicultural Education

Philosophical tenets of a multicultural approach to education are rooted in a societal condition in which cultural diversity is present (AACTE, 1973; Dolce, 1973; Pacheco, 1977; Havinghurst, 1978; Pratte, 1979; Gollnick, 1978; and others). For this reason, "multicultural education" encompasses a broad range of concepts pertaining to cultural differences and social structures. This is reflected in the language of multicultural education literature, which is laden with terms such as "pluralism," "equity," "ethnic identity," "bilingualism," "power parity," and "cultural understanding." Not only is there an abundance of specialized terminology associated with the concept of multiculturalism, but there are various interpretations of these terms depending on the ideological or disciplinary orientation of the writer.

Richard Pratte (1979), drawing on paradigms first postulated by William E. Newman (1973), relates the manner in which schools accommodate cultural diversity to particular ideologies which are dominant in a society, i.e., assimilation, amalgamation, insular pluralism, modified insular pluralism, or open society. In each of these ideologies, such traits as ethnicity, native language, social customs, and the like would be viewed quite differently. This rather broad perspective of multiculturalism can be expanded further when it is noted that the ideologies described by Newman and Pratte can be found in societies throughout the world (Ogbu, 1978; Watson, 1979).

Multicultural approaches to education can also be viewed from the perspective of various academic disciplines. For example, an anthropologist might interpret classrooms as "cultural microcosms" (Gay, 1978). Sociologists are concerned with subgroups and how they relate to the larger society (Havinghurst, 1978; Singleton, 1977). Social psychologists examine the manner in which individuals relate within a group, e.g., cooperative vs. competitive environments (Johnson and Johnson, 1975); whereas psychologists direct their interpretations of multiculturalism in the light of information about individual traits, e.g., field dependence, independence, and how this affects academic achievement (Laosa, 1977; Longstreet, 1978).

It is apparent, given the breadth of this subject, that it would be a difficult task to translate a concept like multicultural education into one agreed-upon definition or set of purposes. The AACTE (American Association of Colleges for Teacher Education) in their position statement, "No One Model American (1972)" defined multicultural education to encompass a wide range of options. This definition later became the preamble to NCATE Standard 2.1.1 effective January, 1979.

> Multicultural education is preparation for the social, political and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and ongoing assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society. (AACTE, 1973: 264)

Approaches to Multicultural Education

Implementation of multicultural components into educational programs presents some pragmatic concerns as well as philosophical considerations. One analysis of approaches to multicultural education utilizes a framework which considers both philosophical aspects, i.e., assumptions, values, beliefs, and programmatic concerns, i.e., purposes, target population, educational strategies, and intended outcomes of these programs (Gibson, 1976). From this analysis, Gibson concluded there were at least four identifiable approaches utilized by educators to implement multicultural education. She also proposes that a fifth approach is feasible, and in her view, a preferred approach. However, there are no empirical studies to date that support a hierarchy of best, or preferable, ways to implement multicultural education.

The salient characteristics of Gibson's approaches are incorporated into the "Perspectives" section of the Multicultural Education Inventory: Faculty Form (Appendix B). In its coded version, the statements representing an "Educational Equality theme (E.E.)" correspond to Gibson's approach one. "Cultural Understanding (C.U.)," "Power Parity (P.P.)," "Bilingual/Bicultural (B.B.)," and "Individual Development (I.D.)," correspond to approaches two, three, four, and five, respectively (Appendix C).

Approach one: Education of the Culturally Different. The purpose of approach one is to equalize educational opportunity for culturally different

students. Proponents are generally mainstream educators who do not necessarily advocate compensatory programs but do assume culturally different children are handicapped in schools that stress only mainstream values. The target population is children from certain minority/ethnic groups who have performed below national norms on school achievement, e.g., Hispanic, Native American, Black American. Educational strategies are directed toward improving home and school compatability. The outcome desired is increased learning and greater academic success (Gibson, 1976:7-9).

Approach two: Education about Cultural Differences. The purpose of education about cultural differences is to teach students to respect and accept others who are different than themselves. Proponents of this approach generally come from groups who have been least assimilated into the mainstream. Initially this was primarily Blacks, Indians, Hispanics, and Asians; however, by the mid-seventies, Caucasians of various European descent also advocated this approach to create understanding about their particular ethnic characteristics.

Key assumptions to education about cultural differences is that schools should be oriented toward the cultural enrichment of all students. Through understanding these differences in the way people live, students would be less prejudiced and, eventually, social justice would increase. The target population for this approach is all students, because everyone can benefit from multicultural education.

Educational strategies are the type that develop formal educational programs which promote pride in one's family and heritage. This is ideally done throughout all studies, not just social studies or ethnic studies. The desired outcomes are to shape the students' attitudes to be more tolerant of others, while being proud of one's self (Gibson, 1976:9-11).

Approach three: Education for Cultural Pluralism. The purpose of this approach depends on how "pluralism" is defined. Gibson equates pluralism with heterogeneity. Therefore, when she states "the purpose of this approach is to preserve and extend cultural pluralism in American society" (Gibson, 1977:11), there is an intended social order which allows very cohesive groups to exist within the framework of the larger society. Proponents of education for pluralism are ethnic minorities who reject assimilation and amalgamation. They are people who feel their survival as a group is threatened by the mainstream culture. The target population in this approach is the mainstream group because they are the ones who must be convinced that coercive assimilation and discriminatory practices deny minority groups identity and power in the society. Educational strategies are structural as well as curricular in that minority groups are granted decision making power in primary aspects of their education. In some instances they would run their own schools. The desired outcome of this approach is that with power parity, minority groups would not be relating to mainstream groups from a subservient position. This stance of equal power would create a better climate for alleviating either benevolency or oppression (Gibson, 1976:11-13).

Approach four: Bicultural Education. The purpose of bicultural education is to produce learners who have the competencies to be successful in two cultures. Proponents of this approach believe that one's native culture (including language) should remain as a primary culture, and the mainstream culture and language be acquired as a second culture. Bilingual education is a primary objective for these proponents. The target population, ideally, is all students; however, non-English speaking students are the primary population. Educational strategies require that instruction occur in two languages for all students. The cultural context is always equally emphasized for both

cultures represented, i.e., English/Anglo and Spanish/Mexican. Desired outcomes are that students will be able to function well in both mainstream and non-mainstream settings. Full socioeconomic participation of non-mainstream youth and adults is an important outcome (Gibson, 1976:13-15).

A fifth approach which Gibson proposes is titled: "Multicultural Education as the Normal Human Experience" (Goodenough, 1976). Dr. Gibson does not describe this approach in the same framework as her previous descriptions, by identifying purposes, proponents, assumptions, etc.; instead she draws upon anthropological definitions of education and culture to illustrate her view. If her previous framework is applied, however, the writer proposes that the purpose of multicultural education is the development of competencies in multiple systems of standards for perceiving, evaluating, believing, and doing. The target population would be everyone. Schooling would no longer be equated with only formal schooling. Thus, educators would not assume the primary responsibility for students acquiring cultural competencies. An underlying assumption of this approach is that culture need not be associated solely with ethnic group identity. Ethnically separate schools, for example, would be viewed as antithetical to the purposes of multicultural education (Gibson, 1976:15-16). The fifth conceptualization of multicultural education is one in which the freedom of individuals to develop without dichotomies or restrictive barriers is valued.

One purpose of the study was to determine to what degree, if any, these perspectives about ways to implement multicultural education were operational in teacher education programs. Another objective of the study was to identify teaching practices pertaining to multicultural education among these faculty. One attempt to provide some definition to multicultural teacher education curriculum states that the three major components should be: knowledge,

attitudes, and skills (Gay, 1977). Knowledge components, Gay states, help teachers become literate about culturally different persons and provide information for designing instruction. Attitude components are necessary for both the teacher and students, and skill components are necessary for teachers to be able to do their jobs.

Examples of these three components were incorporated into the "Practices" section of the Faculty Inventory and are coded here as follows: K = knowledge, A = attitudes, S = skills.

Multicultural Practices

K 1. Students are provided information about customs, traditions, mores, of various cultural groups in American Society.
K 2. Students are provided information about concepts and philosophies pertaining to ethnicity.
K 3. Students are provided information about instructional styles and verbal behaviors of teachers.
A 4. Students are encouraged to develop respect for culturally different students.
S 5. Students develop skills in recognizing and using various local idioms, slang, dialect.
K 6. Students are provided information about sex role stereotyping in American society.
S 7. Students develop audio and visual materials for culture specific situations.
S 8. Students design teaching units with cultural context awareness.
K 9. Students are provided information about handicapped persons in formal school structures in American society.
K 10. Students are provided information about the history of various racial ethnic groups in American society.
A 11. Students are encouraged to learn from their peers.
S 12. Students develop skills in analyzing instructional materials for stereotyping, racism, prejudice.
K 13. Students are provided information about social, political, and economic power structures in American society.
A 14. Students engage in values clarification activities.
K 15. Students are provided information about personality types and other psychological traits.
S 16. Students develop skills in interpreting non-verbal signs and symbols from various cultural perspectives.
K 17. Students are provided information about language and communication styles of various groups in American society.
K 18. Students are provided information about ethnic resource materials.
S 19. Students develop skills in using a second language.

A 20. Students are encouraged to develop a non-prejudicial approach to behaviors and values.
A 21. Students are encouraged to develop non-dogmatic approaches to teaching.
K 22. Students are provided information about various cultural diversity ideologies such as assimilation, amalgamation, insular pluralism, etc.
S 23. Students design evaluation instruments and techniques with cultural context awareness.
S 24. Students practice interdisciplinary teaching techniques.
K 25. Students are provided information about various curriculum approaches in formal school structures as they relate to the needs of minorities, women, handicapped.
A 26. Students engage in clinical experiences in different cultural environments.
K 27. Students are provided information about their own racial-ethnic characteristics.
A 28. Students engage in clinical experiences involving handicapped persons.
A 29. Students engage in activities to detect their own preconceptions, stereotypes, biases.
S 30. Students develop skill in peer and team teaching techniques.

From a review of the literature, it appears that a knowledge base exists about multicultural education or, at least, there are some ways to conceptualize this approach to education. The particular contribution that this study proposes to make is to determine the extent to which certain perceptions and practices are actually operational among teacher educators who have had experience incorporating multicultural components into their courses for preservice teachers.

Multicultural Teacher Education

The state of the art of multicultural teacher education has been appraised in prior studies primarily in terms of demographic data. The National Preservice Survey conducted by Joyce, et al. (1977) reports data on factors related to multicultural and bilingual education. In the institutions surveyed, two-thirds of the faculty were male; nine out of ten were Caucasian. Three-fifths of the faculty were tenured. Fewer than one-fourth

reported they had some competence in a language other than English.

Students in the preservice programs were predominately female, Caucasian, and very colloquial in their cultural experiences.

Faculty perceived a need for inservice in areas related to multi-ethnic education and teaching urban and rural poor (Joyce, et al., 1977).

Another survey conducted in 1977-78 by AACTE (Gollnick, et al., 1980) revealed similar data to the National Preservice Survey. The purpose of the 1977-78 AACTE survey was to collect baseline data regarding implementation of multicultural education before the January 1, 1979, NCATE Standards became effective. Among their findings from 446 institutions, Gollnick and associates reported less than one-third of the institutions had one or more Black faculty member. Other minorities were even less represented. There was also a greater percentage of minorities and females who taught multicultural and bilingual education than taught in the general teacher education program (Gollnick, et al., 1980:8).

In a follow-up study of thirteen of the above institutions, case studies were conducted on those programs determined to have come closest to integrating multicultural concepts throughout their preservice programs. Commonalities among these exemplary programs were evidence of: (1) commitment, (2) permanent status of departments, centers, (3) revision of core courses, (4) staff development, (5) community contact, (6) field experiences, and (7) stable funding for multicultural teaching and services.

A major problem, especially in larger institutions, was communicating an information base to faculty in the context of their particular discipline and academic responsibilities.

PART III

RESULTS OF THE STUDY

Sample Characteristics

The rate of return of institutional respondents (deans) was 81% of the original sample of 54 institutions. Faculty responded at a rate of 70%, or over four of the five respondents requested per institution.

The expert nature of the respondents was reflected by their years of experience as educators (11-20), as well as years reported engaged in multicultural teaching. One-fourth reported more than ten years; with an average of six years.

Demographically, this sample was similar to those reported in previous studies about teacher educators. Faculty were predominately male (77%) and Caucasian (87%). Their students were predominately female and Caucasian.

Multicultural education, at the institutional level, is addressed most often as an overall philosophical orientation in which all faculty are expected to share this responsibility. However, even among this select group, only 5% of the faculty had specific training for multicultural teaching. Inservice in this area could be termed "self-initiated."

Teacher Educators' Perceptions

Significant differences were found among the scores of the five multicultural education approaches: two-way ANOVA, $F = 169.279$, $p < .001$, $df = 4$. Mean scores of these responses reveal that the respondents were most in agreement with the themes of "Cultural Understanding," "Educational Equality," and "Individual Development." Approaches to multicultural education which reflect "Power Parity" or "Bilingual/Bicultural" strategies were rated significantly lower (Table 1).

Table 1

Mean Scores of Teacher Educators' Perceptions
About Multicultural Teacher Education

Perceptions	N	Mean	St.Dev.	t-value	Sig.
E.E.	182	22.96	3.346	20.03	.001
C.U.	185	26.17	2.597	42.79	.001
I.D.	184	21.73	2.178	23.23	.001
P.P.	181	20.96	3.643	10.93	
B.B.	181	18.94	4.428	2.87	

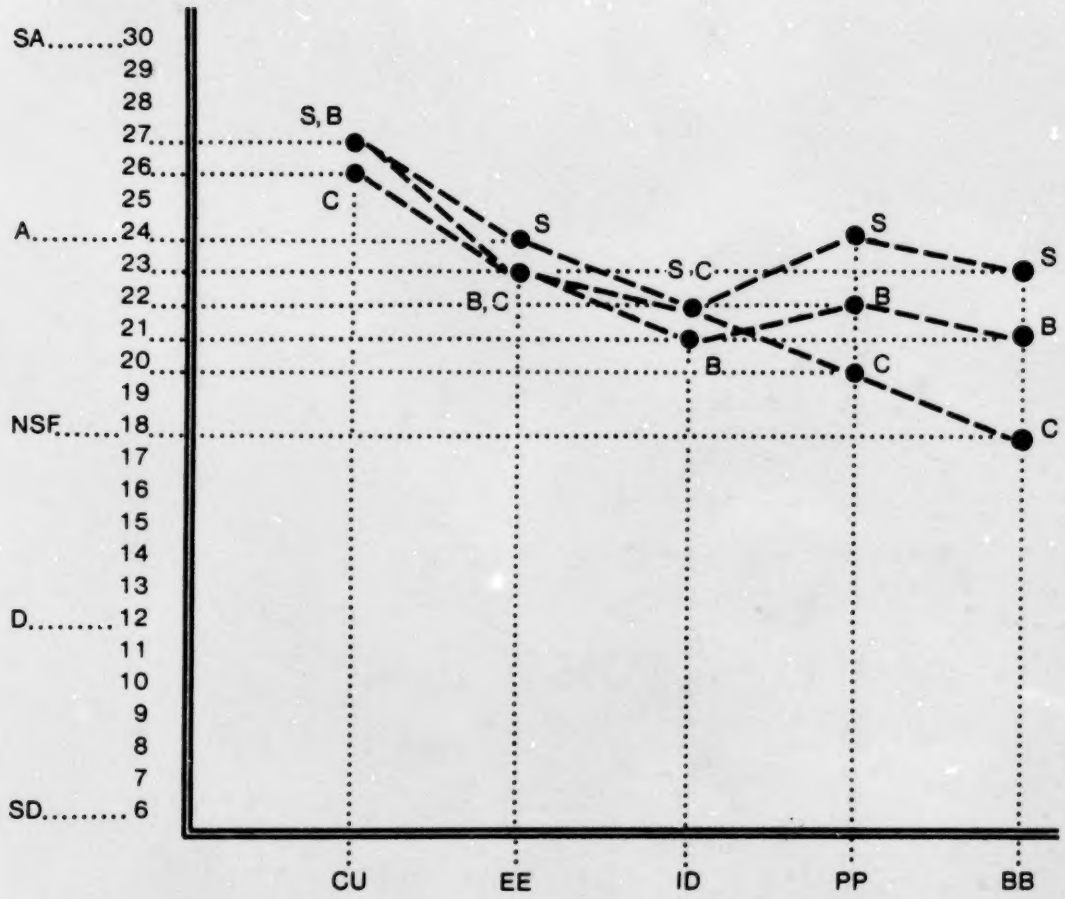
Significant differences were also found by three classifications of race and teachers' inclination to agree with the various approaches to multicultural education. One-way ANOVA of perceptions by race produced an F of 6.891, p .001, df 2 for Power Parity, F = 7.093, p .001, df 2 for Bilingual/Bicultural Education. A comparison of mean scores for perceptions by race show lower ratings of agreement by Caucasian faculty for these themes than do Black or Spanish speaking faculty (Figure 1). There were insufficient Ns of American Indian and Asian faculty to include in the data analysis.

The analysis of perceptions by gender also produced significant differences relating to "Cultural Understanding" and "Bilingual/Bicultural Education."

Figure 2 shows female educators to be generally more positive in their agreement with all five themes, but they were considerably higher than males in their agreement with "Cultural Understanding" and "Bilingual/Bicultural" approaches to multicultural education. Variables such as age or type of academic responsibilities did not produce differences in perceptions among these respondents.

Figure 1

Multicultural Education Perceptions by Race of Teacher Educators



Perception Themes

CU: Cultural Understanding
EE: Educational Equality
ID: Individual Development
PP: Power Parity
BB: Bilingual Bicultural

Racial Classifications

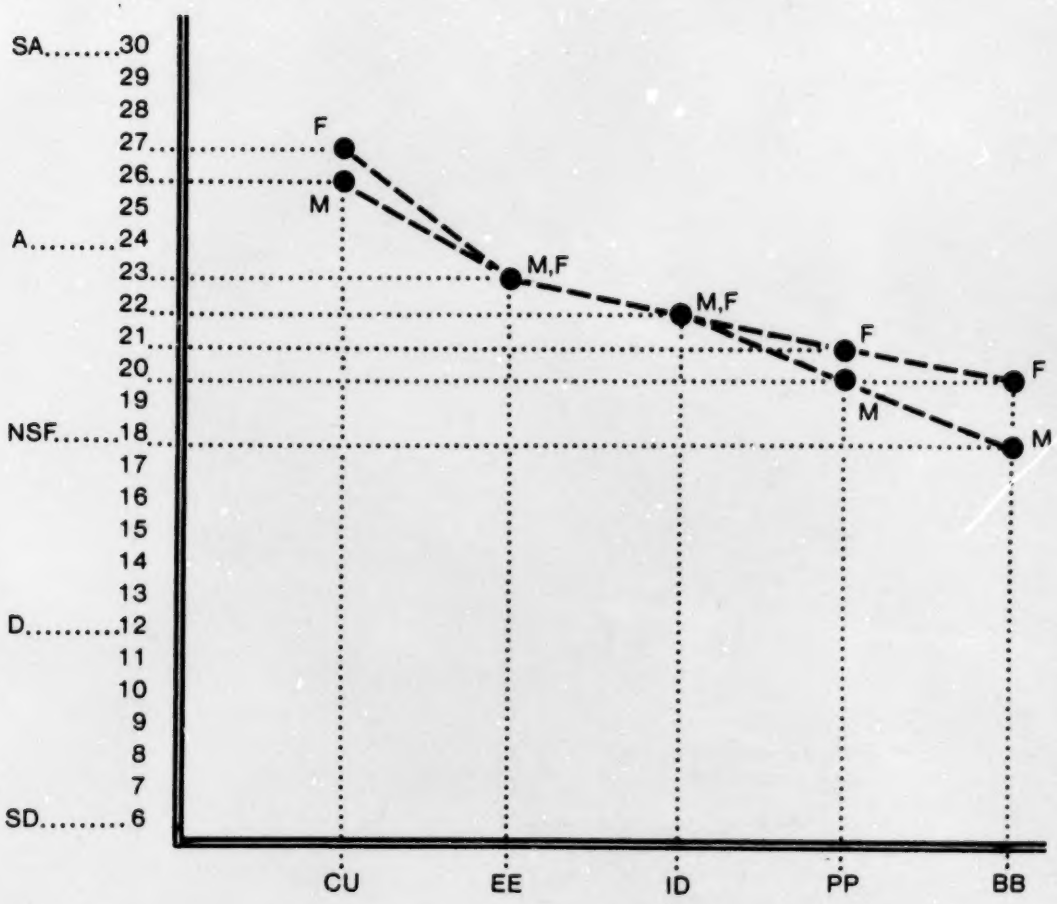
C: Caucasion N=154
B: Black N= 18
S: Spanish Speaking or Surnamed N=11

Perception Ratings

SD: Strongly Disagree
D: Disagree
NSF: No Strong Feeling
A: Agree
SA: Strongly Agree

Figure 2

Multicultural Education Perceptions by Gender of Teacher Educators



Perception Themes

CU:	Cultural Understanding
EE:	Educational Equality
ID:	Individual Development
PP:	Power Parity
BB:	Bilingual Bicultural

Gender

F:	Female	N=66
M:	Male	N=124

Perception Ratings

SD:	Strongly Disagree
D:	Disagree
NSF:	No Strong Feeling
A:	Agree
SA:	Strongly Agree

Teacher Educators' Practices

When course components representing knowledge, attitudes, and skills were analyzed for their degree of utilization in four types of courses (foundations, methods, clinical experiences and personal development), significant differences were found (Table 2).

Table 2

Analysis of Variance: Practices by Course Types

Practices	df	F	Sig. of F
Knowledge			
Between course types	4	5.3289	.0005
Within groups	173		
Attitude			
Between course types	4	6.2660	.0001
Within groups	173		
Skills			
Between course types	4	7.2193	.0000
Within groups	173		

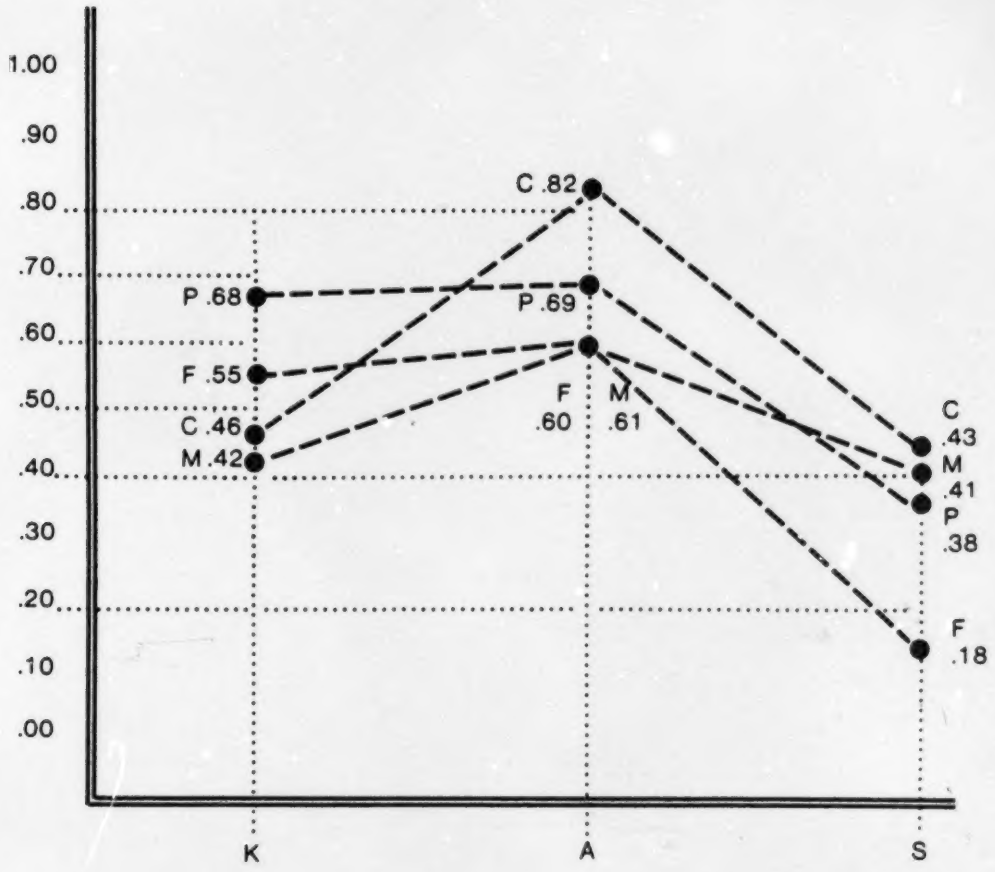
Patterns that emerge from Figure 3 show attitude components were most often reported as being incorporated into courses by all categories of instructors. Skill components were least utilized. Other findings show that foundations instructors utilize considerably more knowledge components than skills.

Methods instructors utilized the fewest knowledge or attitude components.

These findings by general categories were further examined item-by-item (Appendix D). Particular practices that stand out as viable for these instructors, in addition to fostering understanding, respect and non-prejudicial attitudes, were knowledge components dealing with sex role

Figure 3

A Comparison of Multicultural Knowledge, Attitude, and Skill Components Practiced by Foundations, Methods, Clinical Experiences and Personal Development Instructors



F (Foundations) N=51
M (Methods) N=67
C (Clinical) N=24
P (Personal Development) N=21

K (Knowledge)
A (Attitude)
S (Skill)

stereotyping, handicapism, and information about instructional styles of teachers, as well as information about customs, traditions, etc. of various groups of people. Skills dealt with analyzing materials for stereotyping, interdisciplinary teaching techniques. Teaching students to design teaching units with cultural context, or to develop audio and visual materials for cultural units, were among the least utilized (Appendix D).

Implications of the Findings

Implications of the findings in this study address social and educational issues at several levels of education. Decisions made at the higher education level of teacher training will ultimately impact the secondary and elementary schools for which teachers are trained. How teacher educators interpret multicultural education is particularly germane to public schools with large minority and non-English speaking populations.

This study suggests that teacher educators who are predominately Caucasian males have an inclination to interpret multicultural education in terms of broad perspectives of cultural understanding and fostering of attitudes. While there is no doubt that this mental framework is important, there is the possibility that by perceiving multicultural education in rather global terms, the needs of special categories of students may be overlooked or ignored. The difference in perceptions between Caucasian and Black and Spanish speaking faculty reminds us that issues of power parity and bilingual education are not moot issues.

Differences in perceptions of faculty on the basis of gender also raise the question of possible mismatches in terms of teaching philosophy and methods between a predominately male faculty versus a predominately female student body in education programs—not only on issues pertaining to

multicultural education but teacher education in general.

When the data on faculty preparation for multicultural teaching and the availability of inservice in this area are examined, it appears remarkable that these respondents reported as many multicultural practices as they did. Among educators with less interest and experience with this concept of teacher education, it would be reasonable to expect less utilization of course components of this nature. Inservice in this area is needed if an institution truly intends to infuse multicultural components throughout its teacher education program.

Low numbers of minority faculty and students in teacher education presents difficulties in researching multicultural aspects of teacher education. The hope of this ratio of minority faculty increasing in the next decade is slight withthe present state of entrenchment due to economic and enrollment decline.

There are, however, some very encouraging indicators from this study. One is the high response rate among these respondents who took time to respond to the inventory—even the open-ended question. Among at least a nucleus of educators there is a sustained interest in this aspect of education. Likewise, self-initiated inservice training was a common means of developing expertise.

And, these respondents, who represented many course areas in foundations, e.g., psychological, historical; methods, e.g., reading, science, social studies, etc., verified that it is possible to incorporate multicultural components throughout all areas of teacher education programs.

Hopefully, these findings will be useful to educators who wish to gain insight about their own orientation to multicultural education as well as initiate communication between department heads and their faculties.

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APPENDIX A

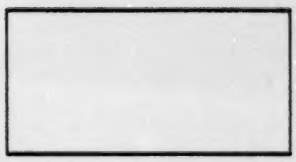
MULTICULTURAL EDUCATION INVENTORY
INSTITUTIONAL FORM

INSTRUCTIONS

1. Mark your answers with pen or pencil in the booklet.
2. Please answer all questions. Time investment of previous respondents has been approximately 20 minutes.
3. When you have finished, fasten the booklet with the adhesive strip and return to the faculty coordinator in your institution.
4. If you have questions, call Janet Burcalow (612) 376-3374 – University of Minnesota
   (612) 464-7223 – Home

CONFIDENTIALITY

Your responses in this inventory will be treated confidentially. Data will not be reported by individual respondent or institutional name.



INSTITUTIONAL INFORMATION

Directions:

1 The following Institutional Information responses will accompany the Multicultural Education Inventories completed by faculty members in your institution.

2 This section can be completed by the College of Education Dean, a Department Head, or similar designated person.

3 Only *one* Institutional Information response is required for a given institution.

4 Return the completed Institutional Information in the enclosed envelope along with sealed responses from faculty members.

3 **1. Our Institution is:**

_____1. A public supported institution
_____2. A private secular institution
_____3. A church-affiliated institution
_____4. Other (specify)_____

4 **2. Our Teacher Education Programs are part of:**

_____1. A college in a university
_____2. A comprehensive college
_____3. A liberal arts college
_____4. A teacher education institution
_____5. Other (specify)_____

5 **3. The size of our Preservice Teacher Education Program is approximately:**

_____1. 0-50 students
_____2. 51-100
_____3. 101-300
_____4. 301-500
_____5. over 500

6-8 **4. The student population in our Teacher Education Program is:**

_____% caucasian

9-11 _____% non-caucasian

12-14 **5. The student population in our Elementary Teacher Education Program is:**

_____% female

15-17 _____% male

18-20 **6. The student population in our Secondary Teacher Education Program is:**

_____% female

21-23 _____% male

7. Multicultural education preparation of teachers is the responsibility of: (check as many as apply)

24 _____1. no one
25 _____2. Primarily one person
26 _____3. A team of faculty members
27 _____4. All faculty in the professional program
28 _____5. Whomever chooses to do it
29 _____6. Other (specify)_____

8. In our institution multicultural education is experienced by teacher education students in: (check as many as apply)

30 _____1. A separate course designed to focus wholly on multicultural education
31 _____2. Two or more courses designed to focus wholly on multicultural education
32 _____3. Part of a course that includes multicultural components
33 _____4. Part of two or more courses that include multicultural components
34 _____5. An overall, general philosophical orientation toward a diverse approach to people and their needs

9. Multicultural education experiences in our program have a laboratory/clinical component for students which consists of: (check as many as apply)

35 _____1. Foundations related practicums
36 _____2. Methods related practicums
37 _____3. Full and/or part time student teaching
38 _____4. Travel and/or living in other cultural settings
39 _____5. No experience
40 _____6. Other (specify)_____

10. In our institution multicultural education is addressed in the institution's (check as many as apply)

41 _____1. Philosophy statements
42 _____2. Policy statements
43 _____3. Evaluation designs
44 _____4. Not addressed

11. In our institution multicultural teacher preparation programs have budget support from: (check as many as apply)

45 _____1. The basic education unit, e.g. college of education
46 _____2. Federal grants
47 _____3. Foundation grants
48 _____4. Other (specify)_____

12. In our institution, the faculty is:

49-51 _____% male
52-53 _____% female

13. In our institution, the faculty is:

54-56 _____% American Indian
57-59 _____% Asian
60-62 _____% Black American
63-65 _____% Hispanic
66-68 _____% Caucasian
69-71 _____% Other (specify)_____

[ ]

14. Students in our Teacher Education Programs tend to be:

3-5 _____% American Indian
6-8 _____% Asian
9-11 _____% Black American
12-14 _____% Hispanic
15-17 _____% Caucasian
18-20 _____% Other (specify)_____

15. Our institution is located in the NCATE designated region:

21
_____1. Middle State
_____2. New England
_____3. North Central
_____4. Northwest
_____5. Southern
_____6. Western

16. Our institution is in a location which could be characterized as:

22
_____1. urban (1,000,000 or more)
_____2. urban (500,000 – 1,000,000)
_____3. urban (100,000 – 500,000)
_____4. urban fringe (2,500 – 100,000)
_____5. rural (2,500 or less)

17. The population in our geographic area is:

23-25 _____% American Indian
26-28 _____% Asian
29-31 _____% Black
32-34 _____% Hispanic
35-37 _____% Caucasian
38-40 _____% other_____

APPENDIX B

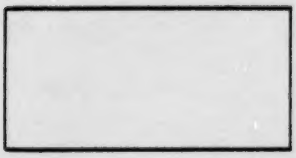
MULTICULTURAL EDUCATION INVENTORY
FACULTY FORM

INSTRUCTIONS

1. Mark your answers with pen or pencil in the booklet.
2. Please answer all questions. Time investment of previous respondents has been approximately 20 minutes.
3. When you have finished, fasten the booklet with the adhesive strip and return to the faculty coordinator in your institution.
4. If you have questions, call Janet Burcalow (612) 376-3374 – University of Minnesota
   (612) 464-7223 – Home

CONFIDENTIALITY

Your responses in this inventory will be treated confidentially. Data will not be reported by individual respondent or institutional name.



PROFESSIONAL INFORMATION

Directions:

Please check (✓) the characteristics that best describe you and your academic responsibilities.

4 **1. My present undergraduate teacher education responsibilities are primarily to: (check one)**

_____1. Elementary education students
_____2. Secondary education students
_____3. Elementary and secondary equally
_____4. Other_____

5 **2. My present graduate teacher education responsibilities are primarily to: (check one)**

_____1. Elementary education students
_____2. Secondary education students
_____3. Elementary and secondary equally
_____4. Other_____

6 **3. In my present position *my primary* responsibility is: (check one)**

_____1. Teaching
_____2. Research
_____3. Supervision of students
_____4. Other (specify)_____

7 **4. My present undergraduate teaching responsibilities are primarily in: (check one)**

_____1. Foundations courses
_____2. Methods courses
_____3. Clinical experiences
_____4. Personal development courses, e.g. human relations
_____5. Other (specify)_____

8 **5. My academic rank is:**

_____1. Professor
_____2. Associate Professor
_____3. Assistant Professor
_____4. Instructor
_____5. Adjunct Professor
_____6. Other (specify)_____

9 **6. I have been a teacher/educator in higher education:**

_____1. 5 years or less
_____2. 6-10 years
_____3. 11-20 years
_____4. over 20 years

10 **7. I am presently employed as a teacher/educator:**

_____1. Full time
_____2. Part time

11 **8. I am:**

_____1. Female
_____2. Male

12 9. I was born:

_____1. Before 1931
_____2. Between 1931-1940
_____3. 1941-1950
_____4. After 1950

13 10. I am a(an):

_____1. American Indian or Alaskan native
_____2. Asian or Pacific Islander
_____3. Black American
_____4. Caucasian
_____5. Spanish-speaking or Surnamed
_____6. Other (please specify)_____

14 11. My experience in K-12 teaching consisted of:

_____1. 0 years
_____2. 1-5 years
_____3. 6-10 years
_____4. 11-20 years
_____5. over 20 years

15 12. My most recent full time teaching experience in the elementary/secondary schools was:

_____1. I had no such experience
_____2. 1-2 years ago
_____3. 3-5 years ago
_____4. 6-10 years ago
_____5. over 10 years ago

13. My preparation for multicultural teaching could be characterized as: (check as many as apply)

16 _____1. A primary professional preparation (e.g. a degree in multicultural studies)
17 _____2. A secondary professional preparation (e.g. minor or supporting field)
18 _____3. Selected experiences in professional preparation (e.g. courses, seminars, laboratory experiences)
19 _____4. Continuing professional/personal development (e.g. conferences, professional literature, travel)
20 _____5. No preparation

21 14. My years of experience in multicultural teaching are:

_____1. no experience
_____2. 1-3 years
_____3. 4-6 years
_____4. 7-10 years
_____5. more than 10 years

22 15. The percentage of my current workload devoted to multicultural teaching is:

_____1. None
_____2. Less than 10%
_____3. 10 to 25%
_____4. 26-50%
_____5. Over 50%

23 16. I view my teaching/research/supervisory responsibilities in multicultural education as:

_____1. My primary interest
_____2. A strong secondary interest
_____3. A minimal interest
_____4. No interest

24 17. I would characterize the time I have for professional development and planning for multicultural teaching or supervision as:

_____1. Very adequate
_____2. Moderate
_____3. Quite limited
_____4. No time

25 18. As a teacher/educator:

_____1. I do not believe I currently need assistance or inservice pertaining to multicultural teacher preparation
_____2. I need and desire assistance or inservice pertaining to multicultural teacher preparation
_____3. I do not necessarily need but desire more assistance and inservice pertaining to multicultural teacher preparation
_____4. I am not involved in this aspect of teacher preparation

26 19. In my situation, inservice for and assistance in the teaching and/or supervision of multicultural teacher education is: (check one)

_____1. Readily obtainable
_____2. Periodically obtainable
_____3. Rarely obtainable
_____4. Not obtainable

MULTICULTURAL EDUCATION PERCEPTIONS

Directions:

Rate each statement according to how you generally perceive it. Although a statement may not reflect your exact perceptions, respond to the items in the way that seems most nearly to express your opinion. It is important that you answer every item.

I. A primary purpose of a multicultural teacher education program should be to prepare teachers who can:

27 1. Provide minority students with not only equal access to educational experiences but also equal benefits from them, e.g. literacy and job skills.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

28 2. Teach students bilingual and bicultural skills.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

29 3. Teach students to preserve different ethnic group identities.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

30 4. Teach students perspectives and behaviors that allow them to function in a wide variety of situations.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

31 5. Teach students to respect and accept others who are different.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

II. **Primary recipients of a multicultural teacher education program should be:**

32 1. Majority culture students so that their attitudes can be changed about certain minority culture groups, handicapped persons, and the like.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

33 2. All students so that all ethnic differences, sex differences, physical differences can be respected.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

34 3. Students different from the majority culture, so that they have increased opportunity to achieve and become successful after schooling.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

35 4. English and Non-English speaking students so that they can become competent in their own language and culture as well as a second language and culture.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

36 5. Recipients cannot be determined because everyone experiences multiculturalism in their daily lives and it need not be taught.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

III. **A primary outcome of a multicultural teacher education program should be:**

37 1. Increased academic success for culturally different or handicapped students in the teacher preparation program.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

38 2. Increased respect and acceptance of persons who are different in the program.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

39 3. Increased decision making power for minority group students and faculty in the program.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

40 4. Increased ability of prospective teachers to perform in bilingual teaching situations.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

41 5. A general increased awareness on the part of prospective teachers of multiculturalism in their society.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

IV. **In general, I believe that:**

42 1. One's native culture (including language) should be the primary culture/language and the mainstream culture/language acquired as an alternative.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

43 2. Educators should not assume the primary responsibility for student acquisition of cultural competencies.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

44 3. Cultural diversity is a valuable resource and should be preserved by incorporating this concept into the formal process.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

45 4. Discordance between home and school culture causes special learning handicaps for the culturally different student.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

46 5. Increased decision making power for minority groups acts as an antidote to racism, stereotyping, prejudice, and the like.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

V. It is my perspective that advocates for multicultural teacher education programs are primarily:

47 1. Educators in the majority culture who tend to view multiculturalism in terms of "equal opportunity."

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

48 2. Certain groups not assimilated into American society (e.g. certain races, physically handicapped) but who desire to be understood and respected.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

49 3. Ethnic minorities who largely reject assimilation into majority culture and wish to preserve their own identity.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

50 4. Non-English speaking persons who wish to obtain bilingual competencies.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

51 5. Various regulatory organizations, e.g. accrediting associations, government agencies.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

VI. An overall approach to multicultural education in a teacher education program should employ strategies which:

52 1. Foster understanding and respect for differences such as race, ethnicity, physical handicaps, sex identity, religion, etc.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

53 2. Provide for instruction in at least two languages and cultures.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

54 3. Emphasize individual development.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

55 4. Increase the compatibility between culturally different personal orientations and majority culture school environments.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

56 5. Give specific groups such as minorities and women greater economic, social, and political control concerning their education and lifestyle.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

COURSE INFORMATION

Directions:

In the preceding sections of this inventory you were requested to respond in a general way toward perceptions about multicultural teacher education. This part of the inventory asks you to identify practices you utilize to implement multicultural components into *one particular course or clinical experience for preservice* teacher education students. This response does not assume that this is the only course, or only way in which you incorporate multicultural components in a teacher education program.

57 1. The particular course used as a reference for this inventory is a: (check one)

_____1. Foundations course, e.g. Intro. to Education, Psychological Foundations (specify type) _____

_____2. Methods course (specify type) _____

_____3. Clinical experience (specify type) _____

_____4. Personal development course, e.g. human relations (specify type) _____

_____

_____5. Other (specify) _____

53 2. This course is primarily intended for: (check one)

_____1. Elementary undergraduate students
_____2. Secondary undergraduate students
_____3. Elementary and secondary equally

59 3. The stage in the professional education sequence at which this course is generally taken is the:

Beginning_____ Middle_____ End_____

4. The general purpose of this class as I see it is:_____

_____

_____

5. The particular multicultural emphasis I stress in this course is:_____

_____

_____

60 6. The number of times which I have attempted to incorporate multicultural components, e.g. philosophy, knowledge, skills, etc. into this course is:

_____1. None
_____2. 1-5 times
_____3. 6-10 times
_____4. 11-20 times
_____5. over 20 times

61-63 7. This class is about:

_____% male
_____% female

64-66 8. Student characteristics that receive special consideration when teaching this course: (check as many as apply)

67 _____1. None
68 _____2. Race (specify)_____
69 _____3. Ethnic (specify)_____
70 _____4. Religion (specify)_____
71 _____5. Physical handicaps (specify)_____
72 _____6. Non-English speaking (specify)_____
73 _____7. Other (specify)_____

74 9. In terms of satisfaction about my efforts to incorporate multicultural components into this course, I would say I am:

1. greatly dissatisfied 2. dissatisfied 3. ambivalent 4. satisfied 5. greatly satisfied

75 10. In terms of overall satisfaction with the outcomes of this course, I would say I am:

1. greatly dissatisfied 2. dissatisfied 3. ambivalent 4. satisfied 5. greatly satisfied

MULTICULTURAL EDUCATION PRACTICES

Directions:

Place a check before each statement pertaining to multicultural education practices that you utilize in the particular course or clinical experience which you identified.

4	_____1.	Students are provided information about customs, traditions, mores, of various cultural groups in American Society.
5	_____2.	Students are provided information about concepts and philosophies pertaining to ethnicity.
6	_____3.	Students are provided information about instructional styles and verbal behaviors of teachers.
7	_____4.	Students are encouraged to develop respect for culturally different students.
8	_____5.	Students develop skills in recognizing and using various local idioms, slang, dialect.
9	_____6.	Students are provided information about sex role stereotyping in American society.
10	_____7.	Students develop audio and visual materials for culture specific situations.
11	_____8.	Students design teaching units with cultural context awareness.
12	_____9.	Students are provided information about handicapped persons in formal school structures in American society.
13	_____10.	Students are provided information about the history of various racial ethnic groups in American society.
14	_____11.	Students are encouraged to learn from their peers.
15	_____12.	Students develop skills in analyzing instructional materials for stereotyping, racism, prejudice.
16	_____13.	Students are provided information about social, political, and economic power structures in American society.
17	_____14.	Students engage in values clarification activities.
18	_____15.	Students are provided information about personality types and other psychological traits.
19	_____16.	Students develop skills in interpreting non-verbal signs and symbols from various cultural perspectives.
20	_____17.	Students are provided information about language and communication styles of various groups in American society.
21	_____18.	Students are provided information about ethnic resource materials.
22	_____19.	Students develop skills in using a second language.
23	_____20.	Students are encouraged to develop a non-prejudicial approach to behaviors and values.
24	_____21.	Students are encouraged to develop non-dogmatic approaches to teaching.
25	_____22.	Students are provided information about various cultural diversity ideologies such as assimilation, amalgamation, insular pluralism, etc.
26	_____23.	Students design evaluation instruments and techniques with cultural context awareness.
27	_____24.	Students practice interdisciplinary teaching techniques.
28	_____25.	Students are provided information about various curriculum approaches in formal school structures as they relate to the needs of minorities, women, handicapped.
29	_____26.	Students engage in clinical experiences in different cultural environments.
30	_____27.	Students are provided information about their own racial-ethnic characteristics.
31	_____28.	Students engage in clinical experiences involving handicapped persons.
32	_____29.	Students engage in activities to detect their own preconceptions, stereotypes, biases.
33	_____30.	Students develop skill in peer and team teaching techniques.

APPENDIX C

CODED PERCEPTIONS STATEMENTS

CODED PERCEPTIONS STATEMENTS

I. A primary purpose of a multicultural teacher education program should be to prepare teachers who can:

E.E. 1. Provide minority students with not only equal access to educational experiences but also equal benefits from them, e.g. literacy and job skills.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

B.B. 2. Teach students bilingual and bicultural skills.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

P.P. 3. Teach students to preserve different ethnic group identities.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

I.D. 4. Teach students perspectives and behaviors that allow them to function in a wide variety of situations.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

C.U. 5. Teach students to respect and accept others who are different.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

II. Primary recipients of a multicultural teacher education program should be:

P.P. 1. Majority culture students so that their attitudes can be changed about certain minority culture groups, handicapped persons, and the like.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

C.U. 2. All students so that all ethnic differences, sex differences, physical differences can be respected.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

E.E. 3. Students different from the majority culture, so that they have increased opportunity to achieve and become successful after schooling.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

B.B. 4. English and Non-English speaking students so that they can become competent in their own language and culture as well as a second language and culture.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

I.D. 5. Recipients cannot be determined because everyone experiences multiculturalism in their daily lives and it need not be taught.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

III. A primary outcome of a multicultural teacher education program should be:

E.E. 1. Increased academic success for culturally different or handicapped students in the teacher preparation program.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

C.U. 2. Increased respect and acceptance of persons who are different in the program.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

P.P. 3. Increased decision making power for minority group students and faculty in the program.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

B.B. 4. Increased ability of prospective teachers to perform in bilingual teaching situations.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

I.D. 5. A general increased awareness on the part of prospective teachers of multiculturalism in their society.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

IV. In general, I believe that:

B.B. 1. One's native culture (including language) should be the primary culture/language and the mainstream culture/language acquired as an alternative.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

I.D. 2. Educators should not assume the primary responsibility for student acquisition of cultural competencies.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

C.U. 3. Cultural diversity is a valuable resource and should be preserved by incorporating this concept into the formal process.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

E.E. 4. Discordance between home and school culture causes special learning handicaps for the culturally different student.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

P.P. 5. Increased decision making power for minority groups acts as an antidote to racism, stereotyping, prejudice, and the like.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

V. It is my perspective that advocates for multicultural teacher education programs are primarily:

E.E. 1. Educators in the majority culture who tend to view multiculturalism in terms of "equal opportunity."

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

C.U. 2. Certain groups not assimilated into American society (e.g. certain races, physically handicapped) but who desire to be understood and respected.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

P.P. 3. Ethnic minorities who largely reject assimilation into majority culture and wish to preserve their own identity.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

B.B. 4. Non-English speaking persons who wish to obtain bilingual competencies.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

I.D. 5. Various regulatory organizations, e.g. accrediting associations, government agencies.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

VI. An overall approach to multicultural education in a teacher education program should employ strategies which:

C.U. 1. Foster understanding and respect for differences such as race, ethnicity, physical handicaps, sex identity, religion, etc.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

B.B. 2. Provide for instruction in at least two languages and cultures.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

I.D. 3. Emphasize individual development.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

E.E. 4. Increase the compatibility between culturally different personal orientations and majority culture school environments.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

P.P. 5. Give specific groups such as minorities and women greater economic, social, and political control concerning their education and lifestyle.

1. strongly disagree 2. disagree 3. no strong feeling 4. agree 5. strongly agree

APPENDIX D

MULTICULTURAL EDUCATION PRACTICES FREQUENCIES

Table 3

Multicultural Education Practices

Item of Original Inventory	Type of Curriculum Component	Frequency (N=180)	Percent of Utilization
4. Students are encouraged to develop respect for culturally different students.	*A	167	87.9
20. Students are encouraged to develop a non-prejudicial approach to behaviors and values.	A	149	78.4
11. Students are encouraged to learn from their peers.	A	145	76.3
21. Students are encouraged to develop non-dogmatic approaches to teaching.	A	138	72.6
3. Students are provided information about instructional styles and verbal behaviors of teachers.	*K	133	70.0
6. Students are provided information about sex role stereotyping in American society.	K	130	68.4
9. Students are provided information about handicapped persons in formal school structures in American society.	K	114	60.0

(continued)

Table 3 (continued)

Item on Original Inventory	Type of Curriculum Component	Frequency (N=180)	Percent of Utilization
1. Students are provided information about customs, traditions, mores, of various cultural groups in American society.	K	103	54.2
14. Students engage in values clarification activities.	A	102	53.7
12. Students develop skills in analyzing instructional materials for stereotyping, racism, prejudice.	*S	100	52.6
17. Students are provided information about language and communication styles of various groups in American society.	K	98	51.6
29. Students engage in activities to detect their own preconceptions, stereotypes, biases.	A	95	50.0
2. Students are provided information about concepts and philosophies pertaining to ethnicity.	K	94	49.5
18. Students are provided information about ethnic resource materials.	K	92	48.4

(continued)

Table 3 (continued)

Item on Original Inventory	Type of Curriculum Component	Frequency (N=180)	Percent of Utilization
25. Students are provided information about various curriculum approaches in formal school structures as they relate to the needs of minorities, women, handicapped.	K	89	46.8
24. Students practice interdisciplinary teaching techniques.	S	78	41.1
30. Students develop skill in peer and team teaching techniques.	S	77	40.5
15. Students are provided information about personality types and other psychological traits.	K	74	38.9
26. Students engage in clinical experiences in different cultural environments.	A	72	37.9
13. Students are provided information about social, political, and economic power structures in American society.	K	72	37.9
16. Students develop skills in interpreting nonverbal signs and symbols from various cultural perspectives.	S	70	36.8

(continued)

Table 3 (continued)

Item on Original Inventory	Type of Curriculum Component	Frequency (N=180)	Percent of Utilization
10. Students are provided information about the history of various racial ethnic groups in American society.	K	69	36.3
8. Students design teaching units with cultural context awareness.	S	69	36.3
22. Students are provided information about various cultural diveristy ideologies such as assimilation, amalgamation, insular pluralism, etc.	K	66	34.7
5. Students develop skills in recognizing and using various local idioms, slang, dialect.	S	60	31.6
28. Students engage in clinical experiences involving handicapped persons.	A	54	28.4
27. Students are provided information about their own racial-ethnic characteristics.	K	45	23.7
7. Students develop audio and visual materials for culture specific situations.	S	42	22.1
23. Students design evaluation instruments and techniques with cultural context awareness.	S	40	21.1
19. Students develop skills in using a second language.	S	14	7.4

*A = Attitude *K = Knowledge *S = Skill